

Reaching for the Moon

By Buzz Aldrin

Genre: Autobiography

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Space history

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **840L**

Average Sentence Length: **13.294**

Word Frequency: **3.749**

Word Count: **2,260**

Complexity Level

Qualitative Measures

Levels of Purpose



The author’s purpose is **explicitly stated** on the first page: *I never imagined that one day I would walk on [the Moon’s] surface*. The author’s anecdotes about “determination, strength, and independence” will **inform** and **entertain** young readers.

Text Structure



This first-person narrative is **clear, explicit**, and organized in **chronological order**, following the author from his birth to his landing on the Moon. Illustrations help readers navigate and understand the nonfiction narrative.

Language Conventinality and Clarity



The autobiography includes short paragraphs with many **complex sentences**. The text has many domain-specific words related to space travel, such as *orbit, meteor, and academy*. In addition, students may struggle with terms related to the military.

Knowledge Demands



Some **allusions** to American culture, such as the Lone Ranger, play an important part in understanding the author’s mindset and what he aspired to achieve. Moderate levels of knowledge about space exploration and military aircraft may enhance understanding.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Use a **web graphic organizer** and **sentence frames** to preteach domain-specific vocabulary, such as *astronaut, orbit, and meteors*.

- The root *astro* means _____.
- The root *naut* means _____.
- Spanish Cognate: *astronauta*

Have students use a web graphic organizer to generate additional related words.

Knowledge Demands Use a **KWL Chart** to determine what students *know* and *want* to know about space exploration. Then, have students do a **Think, Pair, Share** to further activate their prior knowledge. You may also want to

- explore online media to build background for space travel.
- have students draw the Saturn V rocket and label the parts using details from the text.

Structure Use a **time line** and have students research key dates for U.S. space exploration. Challenge them to compare how events in the Soviet Union caused a “space race.”

- Have student volunteers use signal words, such as *first, then, and finally*, to tell the class about early space exploration.
- Encourage students to reference their time lines as they present what they learned to the class.

Rare Treasure: Mary Anning and Her Remarkable Discoveries

By Don Brown
Genre: Biography

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Fossils and dinosaurs

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **890L** Average Sentence Length: **13.065** Word Frequency: **3.461** Word Count: **1,398**

Complexity Level

Qualitative Measures

Levels of Purpose



The author's purpose is **not explicitly stated** on the first page, but as a biography, students should be able to infer that the text is about Mary Anning's life and her major achievements (discovering and identifying a large fossil collection) or events.

Text Structure



The biography follows a **chronological order**; it begins with the date of Mary's birth, and the author continues to provide dates of important events. **Illustrations help readers navigate** some of the scientific concepts of uncovering and identifying fossils.

Language Conventinality and Clarity



Short paragraphs with many **complex sentences**. The vocabulary is **complex** and **subject-specific**. Students may need support with **scientific terms**, such as the names of dinosaurs. Students may struggle with words that describe the location—such as *torrents* and *pummeled*—and relate to Mary's work, such as *fossilized*, *assembled*, and *embedded*.

Knowledge Demands



Subject matter includes **concrete activities** that students have likely been exposed to in science or social studies classes. While there are no references to other texts, students may need some **background knowledge** to understand dinosaurs and the uncovering and identification of fossils.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Use a **web graphic organizer** to preteach subject-specific vocabulary: **fossil** and **dinosaur**.

- The root *deinos* means _____.
- The root *sauros* means _____.
- The root *fossilis* means _____.
- Have students add words to the web that describe or relate to fossils or dinosaurs, such as *bones*, *skull*, *once living things*, *lived long ago*.

Knowledge Demands Use a **KWL chart** to determine what students know and want to know about fossils and dinosaurs. Then, have students do a **Think, Pair, Share** to further activate their prior knowledge. You may also want to

- explore online media to build background knowledge for dinosaurs.
- have students draw fossils of dinosaurs.

Text Structure Use a **cause-and-effect organizer**, and have students research the discovery of a dinosaur fossil and how it helped scientists learn more about prehistoric times.

- Have student volunteers tell the class about the discovery of one fossilized dinosaur.
- Encourage students to reference their cause-and-effect organizer as they present to the class.

Twins in Space: Can twin astronauts help us get to Mars?

By Rebecca Boyle
Genre: Magazine Article

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Scientific terms and pronouns and antecedents
- Knowledge Demands: Space travel and scientific terms

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 970L Average Sentence Length: 14.539 Word Frequency: 3.487 Word Count: 1,294

Complexity Level

Levels of Purpose



Qualitative Measures

The author’s purpose is **clear and stated** early in the text. As a magazine article, students should be able to follow the **main ideas and details** to understand why NASA is studying the twins and how they are being studied.

Text Structure



The magazine article makes **clear connections between ideas and events**. Text features like **headings** help organize the text, and though the text structure is clear (**comparing and contrasting** each twin’s experience, one in space and one on Earth) there are also other details about space travel and living to navigate. **Photographs and captions** support the text but are not essential to the text.

Language Conventionality and Clarity



The sentences are primarily **compound and complex**. The vocabulary is mostly **familiar**; however, students may need support with scientific terms, such as *DNA*, *chromosome*, and *telomeres*. Pronoun and antecedents may be difficult to track since both subjects are male.

Knowledge Demands



Subject matter includes **concrete ideas**. There are references to historical events, and students may need **background knowledge** on these events as well as space travel and scientific study of DNA to fully understand the article.

Reader and Task Considerations

English Language Learners

Language Use a **web graphic organizer** to preteach the word *DNA*. Ask yes/no questions about DNA to help students understand the term and complete the organizer. Then, discuss pronouns and antecedent. Explain that both subjects are male, so the pronouns will be masculine. In order to determine who the pronoun refers to, students need to pay attention to the antecedent.

Intervention

Knowledge Demands Use a **T-chart** labeled *Living in Space* and *Living on Earth*. Ask students what it might be like to live in space and how it is different from living on Earth. Then, have students do a **Think, Pair, Share** to further activate their ideas about living in space. You may also want to

- explore online media to build background for living in space.
- have students draw the inside of the International Space Station.

On Level/Advanced

Purpose Say: *Imagine that you are writing an article about people traveling in space. What would you want to know about how space affects a person?*

Have students

- make a **list** of what they want to know about space’s effects on humans.
- share their ideas with a partner.

- An antecedent is _____.
- *Him* and *his* are _____ pronouns.

Life at the Top

By Veronica Ellis
Genre: Informational
Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Pronouns *this* and *those*
- Knowledge Demands: How the body functions

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 860L Average Sentence Length: 11.393 Word Frequency: 3.35 Word Count: 1,857

Complexity Level

Levels of Purpose



Qualitative Measures

The author's purpose is **explicitly stated** on the first page: *They live by the idea that altitude builds stronger hearts, more efficient lungs and better endurance.* Some athletes train at high altitudes to become better athletes. The author **clearly** gives the background and science for high-altitude training and discusses athletes who have experienced it.

Text Structure



Connections between ideas are explicit and clear; the **description text structure's** ideas and examples are **easy to follow**. **Text features** such as headings help readers navigate the content. **Graphics**, such as maps, diagrams, and photographs, **support the content** but are mostly supplementary to understanding the text.

Language Conventionality and Clarity



The sentences are mostly **simple** with some **complex sentences**. The vocabulary is mostly **familiar**, although some is **subject-specific** (*oxygen, altitude, lung capacity, endurance, nutrients*). Students may need support with more challenging words (*exaggerated, benefits, economy*).

Knowledge Demands



Subject matter includes **simple, concrete ideas** that students will relate to. While there are no references to other texts, students may need some **background knowledge** to understand how the human body functions, particularly at high altitudes.

Reader and Task Considerations

English Language Learners

Language Use a **two-column chart** to help students understand **idioms** and **figurative language**, such as *when it comes down to it* and *popped up all over*. Then, use the **sentence frames** below to help students understand the pronouns *this* and *those*. Explain that these pronouns refer to the subject of the previous sentence.

- _____ is a big advantage.
- _____ give the body long-lasting energy.

Intervention

Knowledge Demands Use a **KWL chart** to determine what students know and want to know about athletic training. Then, have students do a **Think, Pair, Share** to further activate their prior knowledge. You may also want to

- use online resources to discuss how the body functions at high altitudes.
- discuss the importance of athletic training.

On Level/Advanced

Text Structure Say: *Imagine that you are writing an article about the way athletes train and the effects of that training. What graphics can you include to help readers understand your main ideas?*

Have students

- think of two graphics.
- explain their graphics to a partner.
- use online sources to find information about athletic training and graphics that can accompany the information.

Barbed Wire Baseball

By Marissa Moss

Genre: Biography

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Figurative language
- Knowledge Demands: Internment camps and World War II

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **790L**

Average Sentence Length: **10.185**

Word Frequency: **3.535**

Word Count: **1,711**

Complexity Level

Levels of Purpose



Qualitative Measures

The author's purpose is **implied but easy to identify**. The text gives an account of Zeni's life before internment and what he does to cope with the experience of internment. Students should recognize that the author is telling the story of Zeni's life by describing important people, dates, events, and accomplishments.

Text Structure



The biography is told in **chronological order** with illustrations that **support the text**; students should notice the passage of time (*when he was older, in 1941*). Students may need help with the two storylines that are **not easy to predict**: Zeni's love of baseball and the internment of Japanese Americans, including Zeni and his family.

Language Conventinality and Clarity



The sentences are mostly **compound and complex**. Students may need assistance understanding long sentences with multiple phrases. Students may need support understanding **figurative language**, such as *towering like redwood trees, he felt like a giant, and shrinking into a tiny hard ball*, and baseball terms, *infield, outfield, bases, foul lines*.

Knowledge Demands



The subject matter **will be unfamiliar** to most students. Much of the biography takes place in an internment camp in Arizona. However, students may relate to playing baseball and to building or creating something. Students will benefit from some **background knowledge** of internment camps and World War II.

Reader and Task Considerations

English Language Learners

Language Explain that figurative language often compares two things to describe one thing. Offer examples of comparing something with nature, such as *My aunt's love was like a tall oak tree—solid and strong*. Work with students to point out what is compared: the aunt's love and a strong tree. Provide **sentence frames** for students to practice using figurative language.

- My family is like a _____.
- I feel like a _____ when I _____.

Intervention

Knowledge Demands Use a **KWL chart** to record what students already know and what they want to know about World War II and internment camps. After reading, revisit the chart and have students record what they learned.

On Level/Advanced

Purpose Say: *We're going to read a biography. What kinds of things do you think you'll learn about the person?* Have students

- research the biography genre.
- make a **list** of typical genre features.
- share their lists.

Feathers: Not Just for Flying

By Melissa Stewart

Genre: Informational

Text

Recommended Placement

The **Quantitative Measures** place this text slightly below the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Similes
- Knowledge Demands: Different types of feathers and birds

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **720L**

Average Sentence Length: **13.78**

Word Frequency: **3.353**

Word Count: **744**

Complexity Level

Levels of Purpose



Text Structure



Language Conventionality and Clarity



Knowledge Demands



Qualitative Measures

The author's purpose is **explicitly stated** on the first page: *That's because feathers have so many different jobs*. The different roles of feathers is clearly organized by concept and supporting ideas. Students should understand that the author's purpose is to **inform** the reader on how feathers work.

Connections between ideas are **explicit and clear**. The **description text structure** organizes ideas **clearly** and provides supporting details. **Text features** such as headings help the reader navigate and understand the text. **Graphics**, such as illustrations, **support and assist readers** in understanding the text.

The sentences are mainly **simple** with some **complex sentences**, and the vocabulary is mostly **familiar**; however, students may need assistance with words like *tricolored*, *junco*, and *manakin*. The author uses **similes** in headings to help readers understand the different purposes of feathers.

Subject matter includes **simple, concrete ideas** that students will relate to. There are no references to other texts; however, students may need some **background knowledge** on different types of birds and feathers to fully understand the text.

Reader and Task Considerations

English Language Learners

Language Use a **web graphic organizer** to discuss feather similes. Use this example: *This pillow is as light as a feather*. **Say:** *A feather is not heavy at all. It is very small. So it does not weigh much*. Then, use the **sentence frames** below and help students understand the meanings.

- Feathers are soft as a _____.
- Feathers can move like a _____.
- Feathers can cover like a _____.

Intervention

Text Structure Use a **two-column chart** to have students brainstorm and discuss text features and how they assist readers' understanding. Ask students to consider how these text features might aid understanding of a text about animal parts.

- Have students explore online media to build background of birds in their state.
- Have students draw what they imagine different types of feathers look like.

On Level/Advanced

Knowledge Demands Have students work with a partner to create a **list** of three ways animals have adapted to their environment. Encourage students to focus on birds. You may also want to

- explore online media to build background knowledge on different kinds of birds and their adaptations.
- have students make predictions about what they think they will learn in the text.

Animal Mimics

By Marie Racanelli
Genre: Informational
Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Subject-specific vocabulary
- Knowledge Demands: Understanding of animal adaptation and mimicry

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Qualitative Measures

LEXILE: **920L** Average Sentence Length: **12.939** Word Frequency: **3.372** Word Count: **1,268**

Complexity Level	Qualitative Measures
<p>Levels of Purpose</p> <p>Simple Very Complex</p>	<p>The author’s purpose is explicitly stated on the first page: <i>These features fool their predators and help the animals live longer.</i> Students should clearly note that the author is sharing information about the features of animal mimicry.</p>
<p>Text Structure</p> <p>Simple Very Complex</p>	<p>In this description text structure, ideas are explicit and clear, and text features like headings introduce the main idea of each section. Photographs of animals that mimic enhance the reader’s understanding of how animals use mimicry to stay safe from predators and make finding food easier.</p>
<p>Language Conventinality and Clarity</p> <p>Simple Very Complex</p>	<p>The sentences are compound and complex, and the vocabulary is largely subject-specific. Students may need support with understanding vocabulary like <i>Batesian mimicry</i>, <i>Müllerian mimicry</i>, and <i>adaptation</i>, as well as animals’ names.</p>
<p>Knowledge Demands</p> <p>Simple Very Complex</p>	<p>The subject matter includes concrete ideas that students might relate to; however, students may need some background knowledge of animals and adaptation to understand how and why some animals mimic others.</p>

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p>Language Use a web graphic organizer to preteach the words <i>mimicry</i> and <i>adaptation</i>. Have students explain how and why animals adapt to their environments. Then, work with students to generate a list of synonyms of mimicry to add to the organizer, such as <i>copycat</i>, <i>copy</i>, <i>resemble</i>, etc.</p>	<p>Knowledge Demands Use a KWL chart to determine what students know and want to know about mimicry. Then, have students do a Think, Pair, Share to further activate their prior knowledge. You may also want to</p> <ul style="list-style-type: none"> • explore online media to build background for mimicry. • have students discuss why mimicry is important for survival. 	<p>Structure Explain to students that most animals in the wild need to stay safe from predators. Have students</p> <ul style="list-style-type: none"> • research a jungle animal and find details on how it stays safe. • write a short fact sheet on who its predators are and how it stays safe. • present the details to the class.

from *Minn of the Mississippi*

By Holling Clancy Holling

Genre: Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Figurative language
- Knowledge Demands: River life and turtles

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **860L**

Average Sentence Length: **11.352**

Word Frequency: **3.321**

Word Count: **1,226**

Complexity Level

Levels of Meaning



Text Structure



Language Conventationality and Clarity



Knowledge Demands



Qualitative Measures

This story has **one level of meaning**. In the first two paragraphs, it is clear that the story will outline Minn’s struggle to survive: *Minn the turtle was rather small for this Mississippi! For miles she was a chip caught in rapids and falls.* The story continues describing how Minn the turtle fights to survive.

Organization is **clear and chronological**; as the setting frequently changes, Minn faces many challenges that affect her survival. **Illustrations support the main events** and help readers visualize the main character and the setting.

Sentences are primarily **simple and compound**, with some **complex sentences**. Vocabulary is mostly **contemporary and conversational**, but students may need help with **figurative language** and understanding the different animals and sounds, such as *cawing, spearheads, flocking, and crawfish*.

Experiences portrayed are **uncommon** to most readers. There are no references or allusions to other texts, but students may need **background knowledge** of river life and snapping turtles.

Reader and Task Considerations

English Language Learners

Language Use a **concept map** to help students generate ideas about the animals that live in and near a river. Use online and print resources to show images of different animals, insects, and birds. Have students help you complete the map, guiding them to write and spell the name of living things correctly.

Intervention

Knowledge Demands Focus on the setting of river life. Explain that living things exist in and out of the water. Ask students to give examples of how different settings might affect a turtle. You may also want to

- explore online media to build background for river life and snapping turtles.
- have students **draw** a picture of what they imagine life on and in a river looks like.

On Level/Advanced

Text Structure Tell students that this story is set in and around the Mississippi River. **Ask:** *What might life be like for an animal living there?*

Have students

- **research** the Mississippi River and the animals that live there.
- choose an animal and **write** a short fact sheet about what it looks like, where it lives, and what it eats.
- share the fact sheet with a partner or small group.

from “Butterfly Eyes and Other Secrets of the Meadow”

By Joyce Sidman
Genre: Poetry

Recommended Placement

The **Quantitative Measures** are not generated for poetry and drama. See the **Qualitative** analysis for support.

The **Qualitative Measures** suggest that students might need additional support with

- Structure: Poetic elements
- Language: Figurative language and scientific vocabulary

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Complexity Level

Levels of Meaning



Qualitative Measures

The poetry and prose have a **single level of meaning**: to describe animals, insects, and plants in a meadow and their interaction. Students may need assistance **making connections between ideas** in the poems and prose, but the **theme** is introduced early and is **clear**.

Text Structure



The selection combines **poetry and prose** to explore life in a meadow. Each poem is a riddle with poetic elements (alliteration, repetition, figurative language) describing the animal, insect, or plant. The prose uses a **description text structure** and provides the answer to the poem’s riddle. Students may need support understanding the **formatting** of the poems.

Language Conventinality and Clarity



The text includes **figurative language and domain-specific vocabulary**. Students will need help with words such as *predators*, *parasites*, *xylem*, and *toxins*. For the poetry, students will need support understanding the figurative language (*tiny wingscales like valentines*, *crowns of velvet*) as well as **unfamiliar** vivid language (*munching*, *attract*, *thrive*, *fade*).

Knowledge Demands



Students may be **familiar** with some of the animals, insects, and plants described in the poetry and prose, but they will likely need **background knowledge of content-area vocabulary**.

Reader and Task Considerations

English Language Learners

Structure Explain that poems have short lines and different formatting than in prose. Display a poem with creative line breaks from a poet such as Shel Silverstein, William Carlos Williams, or Emily Dickinson. Point out how the lines differ from prose, and explain how multiple lines might express one thought or idea. Read the poem aloud, showing line breaks, and point out each idea.

Intervention

Knowledge Demands Use a **web graphic organizer** to record living things in a meadow. Have students share prior knowledge of meadow insects, plants, and animals. Complete the web, and then discuss how living things rely on each other for food and shelter.

On Level/Advanced

Language Say: Poems use figurative language to help readers visualize what is being described.

- Have partners use classroom resources to research a type of figurative language (simile, metaphor, or personification).
- Have partners write an example of their chosen type of figurative language.
- Discuss how figurative language adds to the meaning of a poem.

The Very Peculiar Platypus

By Wade Hudson

Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Adaptation and using physical features to survive

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **840L**

Average Sentence Length: **11.575**

Word Frequency: **3.346**

Word Count: **926**

Complexity Level

Qualitative Measures

Levels of Purpose



The author's purpose is **clear and explicitly stated by** the text's title and the sentence on the first page: *its seemingly strange collection of features and adaptations helps the platypus to survive*. The text describes each feature and how it helps the platypus survive in Australia.

Text Structure



The text has a **description text structure**. Maps, photographs, illustrations, and captions **enhance readers' understanding of content**. **Text features** such as **headings** help readers navigate the text and recognize the main idea of each section.

Language Conventionality and Clarity



Sentences are mostly **simple with some complex constructions**. The language includes **several instances of domain-specific vocabulary**: *adaptation, monotreme, webbed feed, sense organ, incubation, venom*. Students will benefit from support with scientific terminology describing the features of the platypus.

Knowledge Demands



Subject matter relies on a **moderate level of discipline-specific content knowledge**. Students should be familiar with physical features of animals, but they will need support with terminology and with the concept of adaptation and how animals use features to survive.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Preteach the words *adapt*, *survive*, and *feature*. Write each word and work with students to use a dictionary to find each word's meaning. Direct students to meanings that relate to physical features and adaptation. Then use **sentence frames** to help students use the words in sentences.

- *Adapt* means _____.
- To *survive* means to _____.
- A *feature* is a _____.

Knowledge Demands Draw a **KWL chart** on the board and ask students what they know about the physical features of animals (skin covering, body structure, facial features, etc.). Explain that you will read about platypuses. You may also want to

- use online media to find images and videos of platypuses.
- locate a diagram that shows each physical feature.

Structure Say: **Read the title and look at the graphics and headings in the book. What do platypuses and mammals have in common? What do platypuses and reptiles have in common? Have students**

- think of one way they are alike.
- think of ways they are different.
- explain your thinking to a partner.

The Weird and Wonderful Echidna

By Mike Jung

Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Physical features and adaptations

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **810L**

Average Sentence Length: **11.071**

Word Frequency: **3.359**

Word Count: **1,406**

Complexity Level

Qualitative Measures

Levels of Purpose



The central idea is **explicitly stated** on the first page: *Of all the creatures that live in Australia, the echidna is one of the strangest.* Students will understand that the text will inform about the features that make the echidna the strangest animal.

Text Structure



The informational text follows a **description text structure**. Connections between ideas are **clear**: features of the echidna are described, and the ways the feature helps the echidna survive are explained. The photographs, captions, and map **directly support the content** and help readers understand the echidna’s adaptations.

Language Conventionality and Clarity



The sentences are **simple** with some **compound and complex sentences**. The vocabulary is mostly **familiar**. Students may need support with **domain-specific vocabulary, such as** *classify, keratin, predator, camouflage, adapted, prey, adaptations, and torpor.*

Knowledge Demands



Subject matter will be **unfamiliar** to students, as well as the concept of adaptations. Students may need some **background knowledge** to understand the physical features of the animal and how an echidna’s adaptations help protect it.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Use a **web graphic organizer** to preteach the word *adaptation*. Help students define the word, and then discuss common adaptations (camouflage, body coverings, hibernation). You might want to

- show images of animal coverings: fur, feathers, scales.
- show images of animals who use camouflage (moths, snakes, fish).

Structure Have students preview the text, paying close attention to the photographs and captions. Point out the bolded phrases in each photograph and explain that these are like headings and provide the main ideas. You may also want to

- explore online media to build background for echidnas.
- explore online media for adaptations.

Knowledge Demands Say: *You are going to read a text about echidnas. Echidnas have many fascinating adaptations.* Then have students

- work with a partner to use online media to find at least one way the echidna has adapted to its environment.
- **list** the features and adaptations that make the echidna “the strangest” animal.

Out of My Mind

By Sharon M. Draper
Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text below the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Idioms
- Knowledge Demands: Cerebral palsy

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **600L**

Average Sentence Length: **9.885**

Word Frequency: **3.695**

Word Count: **1,206**

Complexity Level

Levels of Meaning



Qualitative Measures

The excerpt has **multiple levels of meaning**. While the theme is **clear**, students might need help understanding Melody’s challenges with communication and movement, which are sometimes described in an **implicit way**: *I had a million thoughts in my head, but I couldn’t share them with anybody.*

Text Structure



The organization is clear and **chronological**. **Graphics** such as illustrations and photographs help readers see how the narrator learns to communicate but are not necessary for understanding. Students might benefit from support in understanding the boldfacing of words that indicate how Melody communicates.

Language Conventionality and Clarity



The sentences are primarily **simple and compound**. The **vocabulary** is mostly **familiar and conversational**; however, students may need support with the **idioms** *started from scratch*, *go figure*, and *hungry for more*.

Knowledge Demands



The experiences portrayed will be **uncommon** to most readers, and there are references to people, such as Stephen Hawking and Jerry Lewis. Students may need some **background knowledge** on cerebral palsy to fully understand the story and the narrator’s feelings and experiences.

Reader and Task Considerations

English Language Learners

Language Use a **word web** and write the word *idiom* in the center. In the outer circle write idioms from the text (such as *started from scratch*, *go figure*, and *hungry for more*) and a brief explanation of what they mean.

- Say each idiom aloud and have students repeat them after you.
- Have students work in pairs or small groups to write sentences using the idioms.

Intervention

Knowledge Demands Make a **list** on the board to determine what students know about cerebral palsy or other conditions. Then, have students do a **Think, Pair, Share** to further activate their prior knowledge. You may also want to

- explore online media to build background for cerebral palsy.
- have students discuss what it would be like to not be able to communicate.

On Level/Advanced

Meaning Remind students of the five senses: sight, hearing, smell, taste, and touch. Have students choose a sense and imagine how they could learn without it. **Ask:**

- Which school or home activities would be different for you?
- What would you need to learn to do without the sense?

from *Mama's Window*

By Lynn Rubright

Genre: Realistic Fiction

Recommended Placement

The **Qualitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Dialect
- Knowledge Demands: Life in the Mississippi Delta

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **810L**

Average Sentence Length: **11.104**

Word Frequency: **3.473**

Word Count: **2,243**

Complexity Level

Qualitative Measures

Levels of Meaning



The excerpt has **multiple levels of meaning**, and the theme is **clear but subtly conveyed**; students may not connect Sugar's anger to grief over the loss of his mother. Students may need support understanding Sugar's changing emotions and the reasons for his actions.

Text Structure



The excerpt is told mainly in **chronological order** but includes **flashbacks** to previous events, such as mama's passing, her dreams, and her decisions. Events are **difficult to predict**, and not all details are revealed until the end of the excerpt.

Language Conventinality and Clarity



The sentences are primarily **simple and compound**. The style is **conversational**, but students may need assistance with understanding **dialect**, such as *Uncle Free got everythin' right 'cept these shoes*. They may also need support to recognize that the text in italics are the narrator's inner thoughts.

Knowledge Demands



The plot includes mostly **concrete events** that may be relatable. While there are no references to other texts, students may need some **background knowledge** of life in the Mississippi Delta and the importance of church and community at this time.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Guide students to understand the importance of **dialect**, which does not follow standard English. Point out that authors use dialect to create realistic characters. Provide examples of dialect from the story:

- "That don' surprise me." (p. 54)
- "What's all this talk 'bout dreams?" (p. 57)

Help students determine the meaning and summarize it in different words.

Knowledge Demands Create a **web diagram** with the word *Community* in the center. Ask students what they think of when they hear the word *community*. Help students understand that a community and church will be central ideas in the story. You may also want to

- explore online media to build background for life in the Mississippi Delta during this time.
- have students write a list of words that describe their community.

Text Structure Ask students why authors might not reveal details or information all at once and include flashbacks to previous events.

- Have students identify a story they have previously read that includes a flashback.
- Ask them to discuss with a partner or a small group what the flashback showed about the characters.

Trombone Shorty

By Troy “Trombone Shorty” Andrews

Genre: Autobiography

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Sensory details and figurative language
- Knowledge Demands: Jazz and New Orleans

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **830L**

Average Sentence Length: **13.093**

Word Frequency: **3.704**

Word Count: **982**

Complexity Level

Qualitative Measures

Levels of Meaning/Purpose



The author’s purpose is **explicitly stated** on the first page: *I want to tell you the story of how I got mine*. As this is an autobiography, students will be able to follow the events of Trombone Shorty’s life and understand that the author’s purpose is to **inform** and **entertain** readers.

Text Structure



The text structure is **chronological** and spans the author’s life from childhood to adulthood. The **connections** between events are **explicit and clear**, and the **illustrations help readers understand** the instruments and music.

Language Conventinality and Clarity



There are many **complex sentences** with subordinate clauses and phrases. The vocabulary is mostly **familiar and conversational**; however, students may need support with the instrument names, sensory details, and figurative language, such as *you could hear music floating in the air and the tuba—which rested over the musician’s head like an elephant’s trunk*.

Knowledge Demands



The events should be **clear and relatable** to most students. However, there are numerous references to famous musicians and events, and students may need some **background knowledge** on Mardi Gras, Tremé, instruments, and jazz music to fully understand the text.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Use a **web graphic organizer** to preteach the names of instruments from the selection. Include the word *Instruments* in the center and the words *trombone*, *trumpet*, *saxophone*, and *tuba* around the web. Have students write the name of each instrument and say it aloud. You may also want to

- have students listen to online audio of each instrument being played.
- ask students to describe the sounds they hear.

Knowledge Demands Use a **web graphic organizer** with the word *jazz* in the center. Have students share what they know about jazz. Then, have students do a **Think, Pair, Share** to further activate their prior knowledge. You may also want to

- explore online media to build background knowledge for jazz and New Orleans.
- have students work in small groups to discuss their talents or role models.

Text Structure Discuss autobiographies with students. Then, have students **brainstorm** events they would include in their own autobiographies.

- Have students make a **time line** of the major events in their lives.
- Have students share their time lines with a partner.

The Circuit

By Francisco Jiménez
Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text slightly below the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Pronoun antecedents
- Knowledge Demands: Migrant farmworkers

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 700L Average Sentence Length: 11.846 Word Frequency: 3.743 Word Count: 2,310

Complexity Level

Levels of Meaning



Qualitative Measures

There are **multiple levels of meaning** that are separate from each other. The theme is **subtly introduced** through characterization and plot events. Students will need to understand the uncertainty of the narrator’s life as his family moves to find work as migrant farmworkers.

Text Structure



The story has **one main storyline** that is told **chronologically**, but it is occasionally difficult to predict events. The **photographs help readers relate** to the narrator’s family and work but are not essential for understanding.

Language Conventinality and Clarity



The story includes primarily **simple and compound sentences** with some **complex sentences**. The vocabulary is mainly **familiar and conversational**; however, students may need help with Spanish words and phrases, such as *braceros*, *vámonos*, and *es todo*. **Sensory details** help readers visualize events and characters.

Knowledge Demands



The narrator’s experiences **will not be familiar** to most students, although they are simple to understand. There are no allusions to other texts, but there are **Spanish words and phrases**. Students may need some **background knowledge** of migrant farmworkers to fully understand the story.

Reader and Task Considerations

English Language Learners

Language Use a two-column chart and the **sentence frames** below to preteach some of the Spanish terms. Encourage Spanish speakers to assist in the translations.

- *Mi olla* means _____.
- *Es toda* means _____.

Intervention

Knowledge Demands Explain that migrant farmworkers are people who move from one place to another to do work such as gathering crops.

- Show students the image of migrant farmworkers and their car on page 140.
- Ask students to describe what they see in the picture. Ask where the family is likely going, and what they are bringing with them.

On Level/Advanced

Meaning Tell students to imagine their family needed to move often.

Ask:

- What would be some challenges of moving to new locations?
- What would you do about these challenges?

Have students tell their answers to a partner.

Weslandia

By Paul Fleischman

Genre: Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Descriptive language and imagery
- Knowledge Demands: Farming

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **860L**

Average Sentence Length: **11.885**

Word Frequency: **3.422**

Word Count: **927**

Complexity Level

Qualitative Measures

Levels of Meaning



One level of meaning with an **obvious** theme is developed through characterization and plot events. Students should realize that the story is fantasy and not realistic, as Wesley creates his own world with its own rules and rhythms. Students may need support understanding Wesley’s differences from his family and classmates, as well as why he is willing to allow them into his new world after being rejected.

Text Structure



The organization is clear and follows a **chronological order**. Events are relatively easy to predict. The use of **illustrations helps readers understand** the characters and events but are not essential to understanding.

Language Conventionality and Clarity



The sentences are mainly **simple** and **compound**, and the vocabulary is mostly **familiar**, although some words are made up. Students may need support with terms like *staple food crop*, *civilization*, *tubers*, *mortar*, and *aromatic*. Students may need help with the **descriptive language and imagery**, such as *It raced through the trees and set his curtains snapping*.

Knowledge Demands



The story is fantasy, but the events are **simple and easy to understand**. There are no references or allusions to other texts or cultural events; however, students may need some **background knowledge** on farming and how many products can be made from one plant.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Use a **web graphic organizer** to preteach the word *miserable*. Have students list synonyms and a definition of the word. Then, preview an example of descriptive language from the selection, such as *His domain, home to many such innovations, he named “Weslandia.”* Help students understand the meaning by summarizing the sentence in simpler terms.

Knowledge Demands Explain that students will read about a boy with an active imagination. Have students discuss a time when they used their imaginations when doing an activity.

Ask:

- Did using your imagination make the activity more fun? How?
- How can using your imagination change the way you feel about doing something?

Structure Remind students that they can use signal words to determine when a story is told in chronological order. Write example signal words, such as *first*, *then*, *that evening*, and *the next morning*, on the board.

- Ask volunteers to add more signal words and phrases to the list.
- Have students write sentences using the signal words and share them with a partner.

“A Day on a Boat”

By Gwendolyn Zepeda

Genre: Poetry

Recommended Placement

The **Quantitative Measures** are not generated for poetry and drama. See the **Qualitative** analysis for support.

The **Qualitative Measures** suggest that students might need additional support with

- Structure: Line lengths and breaks
- Language: Figurative language

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Complexity Level

Levels of Meaning



Text Structure



Language Conventinality and Clarity



Knowledge Demands



Qualitative Measures

There are **multiple levels of meaning** that can be **clearly distinguished**. Students should recognize that the poem is describing a day on the boat. However, students may need help understanding that, while the speaker’s sisters and brothers swim and play, the speaker prefers to read and sail to places in her mind.

The poem has a unique structure—the lines form the shape of a boat. Students may need help tracking the print and line breaks. In addition, students may need support with the **two storylines**: the speaker is happily reading, while her siblings are playing in the water and want the speaker to join them.

The vocabulary is mostly familiar with a few challenging words (*float, plunge, swirl*). Students may need support with the figurative language, such as *It’s like a world I carry and can open any time and my sister and brothers are eels*.

The speaker describes **concrete actions** that most students will relate to: sailing, swimming, and reading. There are no references to other texts; however, there are references to *pirates, mermaids, queens, and magic stones*. Some **background knowledge** of these may prove beneficial.

Reader and Task Considerations

English Language Learners

Structure Say: Poems use short line breaks, which means some ideas continue on many lines. Poems sometimes have different shapes or spacing.

Display shape poems, such as poems about rainbows, trees, or ice cream. Point out the shape and explain that the shape connects to the poem’s meaning.

Intervention

Language Explain that figurative language compares two things. Give an example, such as *The dog’s fur was is like pillows on clouds*. Explain that the fur is not really pillows or clouds. It is just very soft. The writer compares the dog’s fur to pillows and clouds to describe the fur.

Name an object (chair, tree, or animal) and have students compare a feature to something in nature.

On Level/Advanced

Meaning Say: Poems often talk about feelings and ideas, but many poems also talk about everyday things.

- Have small groups talk about why a poem is a good format for writing about feelings.
- Have each group make a **list** of the features of poetry (short lines, figurative language, etc.).
- Have volunteers share their ideas.

"I Love Mozart"

By Dana Crum

Genre: Poetry

Recommended Placement

The **Quantitative Measures** are not generated for poetry and drama. See the **Qualitative** analysis for support.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Onomatopoeia
- Knowledge Demands: Classical music

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Complexity Level

Levels of Meaning



Qualitative Measures

There is **one level of meaning** that can be easily discerned: Phoenix loves classical music and teaches his friend Chase about it. The theme is **implied but clear**: share your passions and be open to learning something new.

Text Structure



The poem uses prose-like line breaks and punctuation, making the format accessible to most students. Students may need support with the use of dialogue in a poem. There is one storyline, and the illustrations **directly support** the ideas and actions in the poem.

Language Conventinality and Clarity



The sentences are mostly **simple**, and punctuation guides students to understand the complete thoughts. Students may need assistance with **domain-specific vocabulary**, such as *waltz*, *timpani*, *tambourine*, and *glockenspiel*. Students may also need support with the **onomatopoeia**, such as *ding-donged*, *thud and swish*, and *trilled*.

Knowledge Demands



On the surface, the text refers to **concrete ideas**: listening to music and having friends over. However, there are several references to famous composers, instruments, and a dance style. Students will benefit from **background knowledge** of classical music and musicians.

Reader and Task Considerations

English Language Learners

Language Say: *Onomatopoeia* is a word that sounds like a sound. Drop a book on the floor and say *Wham! Bam!* Guide students to connect the word with the sound.

Help students brainstorm a list of words that show sound, such as *clap*, *pop*, *whoosh*, *swish*, and *boom*. Have students suggest onomatopoeia in their home languages.

Intervention

Knowledge Demands Use a **KWL chart** to determine what students know and want to know about classical music and composers. Then, have students do a **Think, Pair, Share** to further activate their prior knowledge. You may also want to

- explore online media to find recordings of the songs noted in the poem.
- have students discuss the instruments listed in the poem.

On Level/Advanced

Meaning Ask: *What is something you love to do? How would you share it with friends?* Then, have students

- identify an action or hobby they love.
- write phrases that describe the activity to convince others to love it.

Have volunteers share their activity and the words and phrases they would use to share it with a friend.

**“I Will Be a Chemist:
Mario José Molina”**

By Alma Flor Ada
Genre: Poetry

Recommended Placement

The **Quantitative Measures** are not generated for poetry and drama. See the **Qualitative** analysis for support.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Chemical elements

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Complexity Level

Levels of Meaning/Purpose



Qualitative Measures

The text’s **multiple levels of meaning** are easily distinguished, but they might be challenging to connect: A gift and explanation of the elements has encouraged the speaker to be a chemist. The **theme** of the thrill of wonder and discovery is evident from the descriptive language and details.

Text Structure



The lines follow the typical format of **poetry**, and punctuation, including the dash, helps readers follow ideas. The illustrations **directly support** the idea of the speaker using the chemistry set. Students may need help understanding the chemical illustrations.

Language Conventinality and Clarity



Sentences are **complex** but broken into several lines. The poem contains some **domain-specific vocabulary**, such as *elements*, *particles*, *microscope*, and *molecules*. Students may need support understanding the figurative language: *make all that exists and know the secrets of the universe*.

Knowledge Demands



The actions described are **concrete**: the speaker is studying a drop of water using a microscope. Many students will be **unfamiliar** with the concept of particles and chemical elements; some **background knowledge** in chemistry will be needed.

Reader and Task Considerations

English Language Learners

Language Preteach the word *particle*. Have students find the word in a dictionary and define it.
Use building blocks or puzzle pieces to illustrate the meaning of *particle*. Separate the pieces and point to each piece as something smaller that builds into the larger structure.

Intervention

Knowledge Demands Have students **ask and answer questions** about chemists. Explain that a chemist studies chemical elements, or the pieces that make up things like water, air, and earth. You may also want to

- explore online media to build background for elements.
- have students **list** tools that chemists use.

On Level /Advanced

Meaning Say: Titles often give a clue about what a poem or story will be about. Read the title. What will be described in this poem?

- Have students identify a job they would like to have.
- Have students write a poem **title** that describes the job.
- Share your poem title with the class.

Can You Guess My Name?

By Judy Sierra

Genre: Traditional Tales

Recommended Placement

The **Quantitative Measures** suggest that this text is at the upper level of readability for Grade 4. Use the **Qualitative** analysis below to inform and support your instruction.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Figurative language
- Knowledge Demands: Traditional tales from other countries

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **1060L**

Average Sentence Length: **16.33**

Word Frequency: **3.36**

Word Count: **980**

Complexity Level

Levels of Meaning



Qualitative Measures

The three tales share a **similar plot** of one character making a bargain with another character and then tricking that character to get what he or she wants. The title of the collection provides a clue to the **central idea**. The **theme is relatively simple** to discern, based on the characters' actions.

Text Structure



The third-person narrative in each tale is **chronological** and easy to follow. The **illustrations** of the characters and events **directly support** each tale but are not necessary for understanding the theme or central idea. The **maps** help students see where each tale originates.

Language Conventuality and Clarity



The sentences are mainly **compound and complex**, and the vocabulary is **mostly familiar**, although some words are specific to the culture. Students may need assistance with **figurative language** (*his enormous eyes flashed like lightning*), **idioms** (*good-for-nothing, refused to turn her head*), and **sensory details** (*the oni's long, tangled hair swirled about him*).

Knowledge Demands



The tales include **experiences and characters that will be unfamiliar** to students but can be easily discerned through the description. There are no references to other texts, but each tale is from a different culture, which could confuse students. Some **background knowledge** of traditional tales will help improve understanding.

Reader and Task Considerations

English Language Learners

Knowledge Demands Share with students that every culture has traditional tales that teach lessons or explain something. Create a **concept web** and ask students to share tales from their home countries. Provide **sentence frames** to help students share ideas.

- The tale _____ is about _____.
- The tale teaches/explains _____.

Intervention

Structure Read the first two paragraphs aloud for students. Ask them to identify words that signal a chronological text structure. You may also

- have students create a **plot diagram** for each story.
- have pairs preview the illustrations and discuss them.

On Level/Advanced

Meaning Say: *The tales you will read are traditional tales with similar plots and themes.* Ask students to name some traditional tales.

- Tell students to predict the plot or theme based on the title and their knowledge of tales.
- Share their ideas with a partner.
- As students read, they should confirm or modify their predictions.

Thunder Rose

By Jerdine Nolen

Genre: Tall Tale

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Figurative language
- Knowledge Demands: Tall tales

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 940L

Average Sentence Length: 14.533

Word Frequency: 3.63

Word Count: 1,991

Complexity Level

Qualitative Measures

Levels of Meaning



The theme of everyone having special talents they can use to solve problems is developed through the character's actions and the resolution of the main conflict. However, students may have **difficulty discerning** the theme because this is a tall tale and Thunder Rose's actions and abilities are exaggerated.

Text Structure



The third-person narrative is **chronological**, but the actions and resolution are **complex** because of exaggeration and the tall tale genre: A person cannot calm a storm by singing. The illustrations **directly support a literal understanding** of the text but not the deeper meaning. Students may need support understanding elements of a tall tale to determine the meaning.

Language Conventinality and Clarity



The sentences are **complex and compound**, and the vocabulary is **conversational**, but students may need help understanding colloquial words and phrases like *right grateful*, *stampeding*, *desperados*, and *hot-tempered hooligans*. Students may also need help with similes (*hungry as a bear*), idioms (*drink it dry*), and sensory details.

Knowledge Demands



Events will be **unfamiliar** to students because they are related to living on a ranch, and they are exaggerated and not possible. There are no references to other texts or cultural events, but students may need **background knowledge** of tall tales and ranching.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Explore some of the vocabulary, idioms, and figurative language with students. Use **images** to help students understand a *stampede* and *desperados*. Remind students that **similes** compare two things using the words *like* or *as*. Provide an example from the story, such as *She seemed determined to be just as forceful as that storm*. Help students understand what is being compared.

Knowledge Demands Ask students if they have ever read or heard a tall tale (they may be familiar with Pecos Bill and Paul Bunyan).

- **Discuss** some features of a tall tale, such as exaggerated abilities and events.
- Explain how readers must infer the theme by thinking beyond the literal meaning of events. Demonstrate with a familiar tale.

Meaning Remind students that characters' words and actions help develop the theme of a story.

- Have students tell a partner about the theme of a story they read.
- Ask pairs to discuss how the characters' words and actions develop the theme.
- Call on volunteers to share their responses with the class.

La Culebra (The Snake)

By Pamela Gerke

Genre: Drama

Recommended Placement

The **Quantitative Measures** are not generated for poetry and drama. See the **Qualitative** analysis for support.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Spanish words
- Knowledge Demands: Traditional tales and elements of drama

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Complexity Level

Levels of Meaning



Text Structure



Language Conventuality and Clarity



Knowledge Demands



Qualitative Measures

There is a **singular theme**, but it is not clearly based on the events and is revealed only at the end, when it is **explicitly stated** by Abuela. As expected with a traditional tale, the theme is a lesson: *You should always do good deeds—but never expect something in return.* Abuela explains that people expecting something for a good deed will be tricked.

The one-act drama uses a typical format with character names listed before dialogue. Stage directions are in italics and enclosed in parentheses. The drama follows a **chronological order**, although the meaning of the events is not clear. The illustrations **directly support** the literal meaning of the events. Students will benefit from background on how dramas are formatted and how to read the stage directions to understand character actions and emotions.

The language is conversational with vocabulary that is **unfamiliar**, particularly some of the Spanish words and phrases. Sentence structure is mostly **simple sentences**, with a few complex sentences: *When los animales were able to talk with the children, los niños, the children were a lot smarter.*

The **setting and events will be unfamiliar** to students, as expected in a traditional tale. Students may need **background knowledge** of Spanish and traditional tales that provide moral lessons.

Reader and Task Considerations

English Language Learners

Structure Use a **two-column chart** to help students understand the structure of a drama. Display a short play, and list and explain each dramatic feature (cast of characters, stage directions, dialogue). You may also want to

- review theme and explain that, in some tales, the theme is a message that is expressly stated.
- **preview** the Spanish words. Then, have Spanish speakers act out or read part of the play.

Intervention

Language Review the chart on pages 310–311 to **preteach** the Spanish terms and pronunciations. Have students create a **two-column chart** with the Spanish word and the English translation. You may also want to

- discuss tales that have morals.
- review the structure of a drama, noting the cast of characters and stage directions.

On Level/Advanced

Knowledge Demands Say: *This tale is told in the form of a drama, and it is a tale from Mexico. What do you know about Mexico or Mexican folktales?* Have students share their background knowledge. Then have students

- work with a partner to read page 302 and discuss what they think the theme of the drama might be.
- share their ideas with another pair.

The Secret of the Winter Count

By Jacqueline Guest
Genre: Historical Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Compound-complex sentences and figurative language
- Structure: Setting

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **840L**

Average Sentence Length: **12.728**

Word Frequency: **3.686**

Word Count: **3,373**

Complexity Level

Levels of Meaning



Text Structure



Language Conventinality and Clarity



Knowledge Demands



Qualitative Measures

The **multiple story lines** are **distinct**; details about the drought and the Little People provide context for discussion of theme. Students may struggle with the idea of a dream solving a problem, but the dream is not literal. It is Emma’s confidence that leads her to solve the problem.

The third-person narrative is told in **chronological order** and follows a typical plot structure with a problem, climax, and resolution. The illustrations **directly support** an understanding of the characters, setting, and events; however, they are not essential for understanding the story. The words in italics represent Emma’s dreams.

The language is **largely explicit and easy to understand**, although there are some terms specific to the culture and setting, such as *canyon* and *Cree*. Sentence structure is mainly **compound sentences** with some **complex and compound-complex sentences**. Text has examples of idioms and figurative language: *holding something like a volcano*.

The story portrays concrete actions that are easy to follow; however, most students will not relate to a drought, digging a well, or interpreting dreams. There are **references to another text**: “The Boy Who Cried Wolf.” Students may benefit from **background knowledge** about life on the plains, Native American traditions, and droughts.

Reader and Task Considerations

English Language Learners

Language Preview the figurative language and compound-complex sentence from the story: *In the distance, she spied the soaring canyon wall that reminded Emma of a curtain dropping from the sky, and though she’d never been there, she knew that was where the Blackfoot Indian village was.* Point out the phrase *In the distance* and note that it tells location. Then point out the metaphor and explain its meaning.

Intervention

Structure Remind students that setting often affects the characters and the problem. Recognizing and understanding the effect of setting will help them infer the theme.
Preview the setting.

- Read the first three paragraphs. Have students identify the setting.
- Have students **predict** how the setting might influence the plot, characters, and theme.

On Level/Advanced

Knowledge Demands Say: *This story takes place during a drought. What do you know about droughts? What might people do during a drought? The story also focuses on Native American traditions. What do you know about traditions?*

- Have students **discuss** with a partner what they know about droughts.
- Have students use online sources to **research** Native American traditions.

Pandora from The Beautiful Stories of Life By Cynthia Rylant
Genre: Myth

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Idioms
- Knowledge Demands: Greek mythology

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 790L

Average Sentence Length: 11.637

Word Frequency: 3.6

Word Count: 1,315

Complexity Level

Levels of Meaning



Text Structure



Language Conventionality and Clarity



Knowledge Demands



Qualitative Measures

The **multiple levels of meaning are simple to separate**, and the themes are discernible, based on the characters' actions: Curiosity, trouble, and revenge can harm humans and lead to an unknown future. There is also a message of retaining hope and the idea of who is to blame for evil.

The third-person narrative is **chronological** and follows the typical story structure of problem, climax, and resolution. Although there are two settings and two sets of characters, these are **easy to follow**. The illustrations **directly support** the myth by showing the characters; however, they are not necessary for understanding the myth.

The sentences are **simple** with some **complex sentences**. The vocabulary is **mostly conversational**, although students may need support with words such as *shrewd*, *blatant*, *cunning*, and *inevitable*. Students may need support understanding idioms, such as *never cross him*, *stirring them up*, *a hunger in him*, and *gave her heart and soul*.

The events will be **unfamiliar** to students; however, they are easy to understand. There are no references to other texts, but students will find **background knowledge** of Greek mythology helpful.

Reader and Task Considerations

English Language Learners

Language Explain that an idiom is a phrase that does not have a literal meaning but represents an idea. Help students understand one of the idioms from the myth, such as *she...gave her heart and soul to her husband*.

- Have students draw a picture of the literal meaning of the idiom.
- Explain the idiom's figurative meaning.
- Then have students draw the figurative meaning of the idiom.

Intervention

Knowledge Demands Use a **KWL chart** to determine what students know and want to know about Greek mythology or gods and goddesses. Then, have students do a **Think, Pair, Share** to further activate their prior knowledge. You may also want to

- explore online media to build background for gods and goddesses.
- have students read the first two paragraphs and summarize what Prometheus did and its effect.

On Level/Advanced

Meaning Ask students if they are familiar with mythology and some of the themes. Explain that many themes teach a lesson or explain how something occurred, for example, how humans got fire. Have students

- work with a partner to select a Greek myth.
- determine the theme or message.
- share it with the class or a small group.

Race to the Top from The Crystal Pool: Myths and Legends of the World
By Geraldine McCaughrean
Genre: Myth

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Complex sentences
- Knowledge Demands: Mythology

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: : 970L

Average Sentence Length: 14.519

Word Frequency: 3.49

Word Count: 1,118

Complexity Level

Levels of Meaning



Qualitative Measures

The myth has **multiple levels of meaning**, such as good vs. evil, that are **clearly revealed** based on the characters' actions. The message is **clearly stated** at the end of the myth: *The gods gave humans gifts, and humans will have to do the best they can with those gifts.*

Text Structure



The myth is told in **chronological order**, and the illustrations **directly support** the setting, characters, and events; however, the illustrations are not necessary to understanding the meaning or plot. Through characterization and action, the myth aims to answer why the world has good and evil.

Language Conventinality and Clarity



The language is **largely explicit** and easy to understand. The vocabulary is **mainly conversational**, although students may need support with idioms and figurative language, such as *like a spider, could hurl at them, and the miseries he had in store*. The sentences are mainly **compound**, with some **complex sentences**.

Knowledge Demands



The myth features an idea that students will be **familiar with**: good vs. evil. While there are no references to other texts, this myth is like myths of many other cultures in that it attempts to explain human nature and the world. Students may benefit from **background knowledge** of mythology.

Reader and Task Considerations

English Language Learners

Language Work with students to understand some of the compound and complex sentences. Focus on phrases that indicate where or when something happens, such as: *when the baskets were ready; unsteadily balanced on the ladder between worlds*. Use the **sentence frames** to help students understand the phrases.

- The word *when* in this phrase tells me _____.
- The word *on* in this phrase tells me _____.

Intervention

Knowledge Demands Explain that myths from other cultures may explain a phenomenon, reason, or event. Read aloud the first two paragraphs. Have students

- **predict** what the myth will be about and the possible theme.
- create a **T-chart** that compares Tane and Whiro.

On Level/Advanced

Meaning Retell a popular myth, such as the story of King Midas and the gift of the golden touch.

- Ask students what the main character learns by the end of the myth.
- Have students determine the theme or message of the myth.

from Planet Earth

By Christine Taylor-Butler

Genre: Informational

Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Earth science

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **860L**

Average Sentence Length: **10.957**

Word Frequency: **3.221**

Word Count: **1,512**

Complexity Level

Levels of Purpose



Qualitative Measures

The author's purpose is **explicitly stated** in the title: *Planet Earth*. Students should recognize that the author of this informational text will explain parts of our planet.

Text Structure



This informational text uses an **easy-to-follow description text structure**. **Text features** help divide content and **enhance understanding**. Headings signal the main idea of each section. Each section has one diagram that helps readers visualize what is being described or explained.

Language Conventinality and Clarity



The sentences are mainly **simple** with some **compound and complex sentences**. The vocabulary is **largely conversational**, and most domain-specific vocabulary is **defined or explained**. Students may still need help with scientific terms, such as *tectonic plates*, *semisolid*, and *stratosphere*.

Knowledge Demands



Students may be **unfamiliar** with some of the information and will need some **background knowledge** of scientific concepts such as Earth's atmosphere and the difference between a liquid, a solid, and a gas. Students may need help with references to cultural events and the names of missions and equipment.

Reader and Task Considerations

English Language Learners

Language Show, or draw, a picture of the earth and **preteach** domain-specific vocabulary, such as *mantle*, *outer core*, *crust*, *inner core*, and *atmosphere*. Make a **chart** with the terms and definitions and have students copy the chart. Use **sentence frames** to help students use the vocabulary.

- The _____ is the outermost surface of Earth.
- The _____ is the layer of gases that surrounds us.

Intervention

Knowledge Demands Use a **KWL chart** to determine what students know and want to know about Earth. Then, have students do a **Think, Pair, Share** to further activate their prior knowledge. You may also want to

- preview the diagrams to help students understand how to read them.
- provide additional images of the International Space Station, volcanoes, or GPS.

On Level/Advanced

Structure Say: *You are going to read an informational text about Earth and space. If you were writing this text, how would you structure it? What text features would you use?*

- Write your ideas for text features.
- Tell your ideas to a partner.
- Discuss the information you might include in the text.

Volcanoes

By Seymour Simon

Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Complex sentences
- Knowledge Demands: Volcanoes

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **960L**

Average Sentence Length: **12.854**

Word Frequency: **3.256**

Word Count: **1,671**

Complexity Level

Qualitative Measures

Levels of Purpose



The author’s purpose is **implied but easy to identify**. The topic is clearly stated in the title, and, in the third paragraph, the author introduces the purpose: to describe what scientists know today about “how a volcano works.”

Text Structure



The informational text has a **descriptive text structure**. The author uses examples of volcanic eruptions to introduce how volcanoes form, the features of volcanoes, and why they erupt. **Text features**, such as photographs and a diagram, **directly support** the content and help readers understand the text.

Language Conventinality and Clarity



The sentences are mostly **simple** with some **compound and complex sentences**. Students may need assistance with multiple phrases in a single sentence. Much of the vocabulary is **domain-specific**, relating to volcanoes, such as *crust, plates, magma, lava*.

Knowledge Demands



The subject matter may be **unfamiliar** to some students. There are references to ancient gods and goddesses, but knowledge of these is not necessary to understand the content. **Background knowledge** of volcanoes, particularly Mt. St. Helens and Surtsey, the volcanic island near Iceland, will be helpful.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Write the following: *Each day brought further earthquakes, until by mid-May more than ten thousand small quakes had been recorded.* Point out the time order words and phrases to help students put the events in order. Then, use the **sentence frames** below to help teach the domain-specific vocabulary.

- Magma is _____. When it cools, it is called _____.
- The Earth’s crust is made up of many _____.

Knowledge Demands Create a **web graphic organizer** with the word *volcano* in the center. Encourage students to share how volcanoes are formed, what an eruption looks like, and any volcanoes they have heard of.

- Explore online media to build background for volcanoes, such as a video of an eruption.
- Have students draw a volcanic eruption.

Structure Say: *Authors use text features such as maps, diagrams, and photographs to help readers better understand the content. What does this diagram on page 477 show? How does it help you understand volcanoes?* Have students

- identify two other text features that could be included in the text.
- share their text features with a partner and explain how it would help the reader understand volcanoes.

The Top 10 Ways You Can Reduce Waste

By Nick Winnick

Genre: Argumentative Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Reducing waste

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 1000L

Average Sentence Length: 14.707

Word Frequency: 3.41

Word Count: 3,368

Complexity Level

Levels of Purpose



Qualitative Measures

While the author’s purpose is **explicitly stated** on the first page, students may need support to determine what it means: *You can help the planet by reducing your carbon footprint.* With this argumentative text, students should be able to follow the author’s **reasons** why reducing waste is important.

Text Structure



The argumentative text follows a **description text structure**. Each section begins with a **heading** of one way to help. Each section is then divided into **subheadings** that offer tips or ways to reduce trash. The **photographs** are simple and support readers in understanding the text.

Language Conventionalty and Clarity



The sentences are **compound and complex**. The vocabulary is mostly **familiar and conversational**; however, students may need support with **domain-specific terms**, such as *carbon footprint*, *greenhouse gases*, and *composting*. Students may need assistance recognizing that this is written in the second person, and that *you* refers to the reader.

Knowledge Demands



Subject matter includes some **simple, concrete activities** that students will relate to, such as reusing and recycling; however, it also includes **discipline-specific content knowledge**, such as composting. While there are no references to other texts, students may need some **background knowledge** to understand the effects of waste on the environment.

Reader and Task Considerations

English Language Learners

Language Use a **two-column chart** to define the terms *greenhouse gases*, *carbon footprint*, *fossil fuels*, and *emissions*. Write each word in the left column, with a definition of the word in the right column.

- Have students draw a picture to define or explain each word.
- Challenge students to put each definition into their own words, using **sentence frames**: *A fossil fuel is _____.*
An example of a fossil fuel is _____.

Intervention

Knowledge Demands Use a **KWL chart** to determine what students know and want to know about reducing waste. Then, have students do a **Think, Pair, Share** to further activate their prior knowledge. You may also want to

- refer to classroom or school-wide examples of reducing waste.
- have students discuss ways they reduce or recycle at home.

On Level/Advanced

Purpose Say: *Imagine that your friend doesn’t recycle. What are ten things you could say to convince him or her to recycle or reuse items?*

- Have students brainstorm several reasons.
- Have students tell their reasons to a partner.
- Ask students to work with their partner to make a **list** of the top ten ways to reduce waste.

The Himalayas

By Charles W. Maynard
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: The Himalayas

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **960L** Average Sentence Length: **13.478** Word Frequency: **3.323** Word Count: **1,860**

Complexity Level

Qualitative Measures

Levels of Purpose



The author’s purpose is **implied but easily discerned** based on the title of the text. The text **clearly** gives details about the Himalayas, the highest peak, and the formation of the mountain range to inform readers about the Himalaya mountains.

Text Structure



The informational text has a **descriptive text structure**. Maps, photographs, and captions **enhance the readers’ understanding of the content** and are integral to understanding. Text features such as **headings** help readers navigate the text.

Language Conventinality and Clarity



The sentences are **simple** with some **compound and complex sentences**. While some of the **domain-specific vocabulary** is defined in the text, students may need support with words such as *plate tectonics*, *plateau*, *altitude*, *climates*, *subtropical*, *temperate*, *monsoon*, and *Sherpa*.

Knowledge Demands



Mountain ranges and how they form will be **unfamiliar** to most students. **Background knowledge** will be needed of the formation of the Himalayas, animal life, mountain cultures, and explorers.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Structure Say: **Headings often tell readers what a section of text will be about.** Have students preview an informational text with headings. Then have students

- work with a partner to identify what two sections of text will be about based on the heading.
- have partners discuss headings with another pair.

Guide students to use headings to understand information.

Knowledge Demands Explain that the Himalayas make up a mountain range. Have students share questions and write these in a **question-answer chart** on the board.

- Find online media to build additional knowledge of the mountain culture or the people who have explored the mountain.
- After reading, revisit the questions and have students answer them.

Purpose Have students think about different types of landforms: islands, mountains, deserts, canyons. **Say:** **This text will be about mountains.** Then have students

- research mountain landforms.
- make a **list** of the features of mountains.
- write a brief description of how mountains are formed.
- share their findings with the class.

Trashing Paradise

By Rukhsana Khan
Genre: Informational
Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Pollution and plastics

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **920L**

Average Sentence Length: **12.569**

Word Frequency: **3.328**

Word Count: **2,451**

Complexity Level

Qualitative Measures

Levels of Purpose



The author's purpose is **explicitly stated** on the first page: *Garbage, particularly in the form of plastic waste, is turning this onetime paradise into an environmental nightmare*. As an informational text, students should be able to follow the author's explanations for the pollution problem on Bali.

Text Structure



The first paragraph may be challenging for students as it is meant to draw readers in and not inform. Starting with paragraph 3, the text follows a **description text structure**. Photographs and captions, diagrams, and maps **directly support the text** and aid in readers' comprehension of the problems in Bali.

Language Conventinality and Clarity



The sentences are **compound and complex**. The vocabulary includes several **domain-specific words**, such as *decomposed*, *nonbiodegradable*, *crude oil*, *polyurethane*, and *disposable*. The author defines or explains many of these terms, but support may be necessary.

Knowledge Demands



The subject matter includes **some common, practical knowledge** and **some discipline-specific content knowledge**. There are no references to other texts, but some **background knowledge** of the effects of pollution and the problems with plastic will be helpful.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Preteach the word *pollution*. Have students list different types of pollution and its effect. Then, preteach the other domain-specific terms (noted above). Help students work together to define the terms. Use the following **sentence frames** to help students learn the terms.

Knowledge Demands Use a **concept web** to help students tap their prior knowledge of pollution and its effects on the environment. For example, students might know that plastic bags can harm sea creatures.

Purpose Tell students that the text they will read is about the causes and effects of pollution in Bali. Have students use their prior knowledge to **predict** what some of the problems might be.

- _____ is found deep in the ground.
- Something that is nonbiodegradable can _____.

- Explore online media to build background knowledge on the harmful effects of plastic.
- Have students think of ways they could reduce their use of plastic.

- Think of two reasons for pollution. Think of two effects.
- Share your ideas with a partner. Make a **list** to confirm or adjust your predictions.